DOCUMENT RESUME

ED 327 503 SP 032 812

TITLE Mentorship Is Networking. A Guide to Program Planning.
INSTITUTION Minnesota State Dept. of Education, St. Paul. Instructional Design Section.
PUB DATE Oct 89
NOTE 39p.; For a related document, see SP 032 813.
PUB TYPE -- -- Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teacher Induction; Beginning Teachers; *Demonstration Programs; Elementary Secondary Education; *Mentors; Networks; *Program Development; Socialization; *State Aid

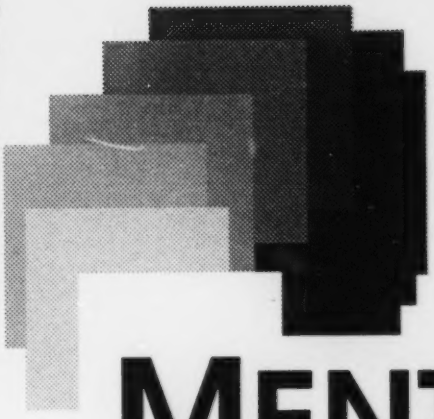
ABSTRACT

The Teacher Assistance Through Mentorship Program currently being implemented in Minnesota schools provides grant funding to 11 districts/coalitions willing to explore a variety of mentoring models. Legislative initiatives for expanding the program include grant funding, regional/statewide training, and technical services. This publication is designed to provide awareness of program benefits and examples of variations in approaches to mentoring. A description is given of the variety of options open to mentorship programs. These include such considerations as organizational structure, mentor/mentee assignments and selection, released time, mentoring activities, financial arrangements for mentor, staff development opportunities, and program evaluation. The 11 model demonstration sites are described under the following headings: site description, program features, leadership, mentor selection, mentor training, mentee selection, workshops and seminars, mentoring activities, cooperating institutions, resources for dissemination, and contact person. (JD)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

SP

ED327503



# MENTORSHIP IS NETWORKING

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

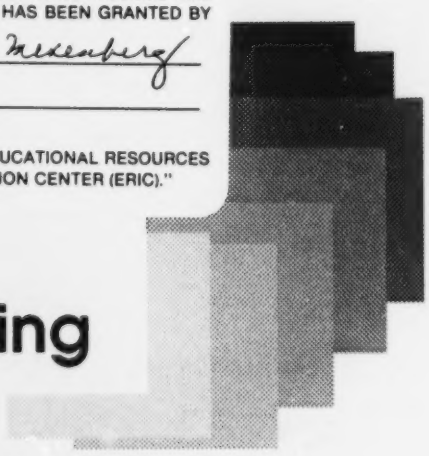
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. J. Mekenberg

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



## A Guide to Program Planning

SP 032 812

Minnesota Department of Education
Instructional Design Section

# MENTORSHIP IS NETWORKING

## A Guide to Program Planning

October 1989

Minnesota Department of Education
Instructional Design Section

© 1989 Minnesota Department of Education

Permission is granted to Minnesota school districts to duplicate this document for nonprofit, educational use. All others require written permission from the Minnesota Department of Education. Inquiries should be referenced to: Gilbert Valdez, Ph.D., Manager of Instructional Design, 684 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101.

# STATE OF MINNESOTA
# DEPARTMENT OF EDUCATION

| | |
|---|---|
| Marlys Peters, | Mentorship Program Director |
| Dr. Ruth E. Randall | Commissioner of Education |
| Dr. James E. Sauter | Assistant Commissioner |
| Dr. Gilbert Valdez | Manager, Instructional Design Section |

# TABLE OF CONTENTS

ACKNOWLEDGEMENTS . . . . . vii

INTRODUCTION . . . . . ix

IMPACT OF TEACHER MENTORING . . . . . 1

PROGRAM DEVELOPMENT . . . . . 3

TEACHER MENTORING COMPONENTS . . . . . 5

MODEL DEMONSTRATION SITES

- Bloomington Public Schools . . . . . 8
- Brainerd Public Schools . . . . . 10
- Central Minnesota . . . . . 12
- Chaska Public Schools . . . . . 14
- Forest Lake Area Schools . . . . . 16
- Hastings Public Schools . . . . . 18
- Mankato State University . . . . . 20
- Northeast Minnesota . . . . . 22
- Northwest Minnesota . . . . . 24
- St. Paul Public Schools . . . . . 26
- Southwest and West Central Minnesota . . . . . 28

MENTORING RESOURCES . . . . . 31

# ACKNOWLEDGEMENTS

*This publication was developed by the following Minnesota educators. Their contributions are greatly appreciated.*

| | |
|---|---|
| MENTORSHIP PROGRAM DIRECTOR<br>Minnesota Department of Education | Marlys Peters |
| MENTORSHIP PROGRAM EVALUATOR* | Glenn Bracht |

SITE DIRECTORS

| | |
|---|---|
| Bloomington | Marilyn Lindquist |
| Brainerd | Pat Altrichter, Tom Garvey |
| Central Minnesota | Dixie Waller Anderson |
| Chaska | Colleen Lyman |
| Forest Lake | Marcia Rockwood |
| Hastings | Jan Hansen |
| Mankato | John Currie |
| Northeast | Dale Rapp, Marlow Smaby |
| Northwest | Marie Hvidsten |
| St. Paul | Gloria Tonskemper, Gladys Westin |
| Southwest/West Central | Joland Mohr, Duane Garber |

MENTORSHIP TASK FORCE

| | |
|---|---|
| University of Minnesota | Eugene Anderson |
| Minneapolis Teacher (retired) | Frank Ario |
| Bemidji State University | Charles Austad |
| Southwest Minnesota Initiative Fund, Granite Falls | Elroy Burgeson |
| Grand Rapids Middle School | Vi Grooms-Alban |
| J.J. Hill Gifted/Talented Magnet, St. Paul | Delores Henderson |
| Johnsonville Elementary School, Blaine | Julie Jagusch |
| Minnesota Business Partnerships | John Lennes |
| Chatfield Schools | J. Ronald Henning |
| Concordia College, St. Paul | Loma Meyer |
| John Kennedy High School, Bloomington | Nan Mizuhata |
| Minnesota Department of Education | Jessie Montano |
| Minnesota Education Association | Walter Munsterman |
| Winona School Board | Karen Nielsen |
| Minneapolis South High School | Matt Thayer |

**A special thank you to program evaluator Glenn Bracht for interviewing the site directors and preparing the site descriptions in this document.*

# INTRODUCTION

Teacher mentoring is a topic of growing interest to educational leaders. In part, this interest is stimulated by the continuing push for quality education/ quality teaching. The Teacher Assistance Through Mentorship Program (M.S. 125.23 Section 13) currently being implemented in Minnesota schools provides grant funding to eleven districts/coalitions willing to explore a variety of mentoring models. The grant funding provided $500,000 to sites throughout the 1988-1989 biennium. Each district, group of districts or coalition could apply for up to $50,000 and must work with ten or more beginning/probationary (first-third year) teachers within one or more school districts. Full-scale implementation of the program for the pilot sites began in the fall of 1988.

The legislation provided specific criteria to be used as eligibility for selection of these sites. Each site was expected to express commitment to and describe procedures for:

- Encouraging staff participation/leadership
- Assessing skills of both beginning and mentor teachers
- Providing appropriate inservice to needs identified in the assessment
- Cooperating with higher education institutions
- Providing facilities and other resources
- Sharing findings, materials and techniques with other school districts

Legislative initiatives for expanding this program in 1990-1991 to impact more beginning teachers include:

- **Grant funding** for districts or a coalition of districts interested in adopting and/or adapting mentorship components modeled at the pilot sites;
- **Regional/Statewide training** (i.e., program development, mentoring process/activities, coaching) for district teams planning to develop or improve a Mentorship Program; and
- **Technical services** to assist adoption sites with implementation.

Efforts to expand the program include use of the current pilot sites to share/model a variety of exemplary mentoring approaches and to assist in training and dissemination. Conferences and technical services are available to all Minnesota schools/districts planning to implement a Mentorship Program, not just those applying for grant funding.

This publication is designed to provide awareness of program benefits and examples of variations in approaches to mentoring. A variety of options within the teacher mentoring components need to be considered when a formal program is being planned. Contact site directors and the state director for further assistance with program development and implementation.

# IMPACT OF TEACHER MENTORING

*WHAT IS MENTORING?*

Although there are many definitions for mentoring, Anderson and Shannon (1988) define mentoring as, "a nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and mentee."

*WHAT'S SO GREAT ABOUT A MENTORING PROGRAM?*

Mentoring is effective because beginning teachers want to be successful. They want and need a wide variety of kinds of assistance as they develop skills, knowledge, attitudes and values necessary to carry out their roles as teachers. This prompted educational leaders of the pilot sites to begin addressing the perceived needs of beginning teachers, look for ways of improving classroom teaching skills, resolve individual problems and concerns, help these teachers integrate into the classroom and community, work with parents and grow personally and professionally.

The Minnesota Teacher Mentorship Program, intended to provide a formal mentoring process within the school organization, promotes a structured and directive approach for development of mentors and mentees. Onsite interviews and surveys indicated a positive response from mentors and mentees as they described the individual and organizational benefits of mentoring in the following ways:

<u>Socialization</u>

- There was someone who could empathize when interests and concerns about the teaching profession were shared.
- Mentoring builds collegiality, particularly between mentors and mentees.
- There is a bonding of mentors and mentees, a feeling of "I'm here for you."
- Having a mentor gives the new teacher someone to turn to for help. There is less concern that seeking help is an imposition.

<u>Growth and Development</u>

- New teachers want to survive and succeed. Mentoring gives them the nurturing support and guidance they need.
- There is practical assistance for mentees with immediate application.
- New teachers are performing more effectively. Mentors serve as role models and enable mentees to be successful.
- New teachers have a sounding board for clarifying their teaching ideas, plans and abilities

- New teachers are affirmed for their teaching abilities and achievements.
- The mentoring program enhances a good staff development program.
- The professionalism of teaching was enhanced for mentors and mentees.

Empowerment

- It is a teacher-directed program that provides for expanded career roles and encourages more responsibility for planning and decision making.
- Teachers are helping teachers increase self-confidence and teaching expertise by creating a supportive environment.
- Teachers are fulfilling their professional responsibility for supporting and guiding new teachers.
- Mentors are committed, enthusiastic and supportive. They want to make a difference for mentees, often feeling rejuvenated in their own commitment to teaching.
- Mentoring is an investment in new teachers and the teaching profession.
- Mentors were recognized as providers of information about school and district procedures (i.e., location of materials/resources, policies, reporting, staff participation).
- Community awareness of the teaching profession is enhanced.

Program Organization

- There is a formal framework for supporting new teachers and providing for professional growth
- It improves the school orientation program.
- It is purposeful -- mentors are intentional about being helpful.
- Cooperative efforts between districts, education districts, higher education institutions, Educational Cooperative Service Units and the Minnesota Department of Education were generated and enhanced.
- Mentors can give feedback and suggestions within the context of growth and development rather than formal evaluation. (Summative evaluation of mentors and mentees is the responsibility of the principal.)

*WHAT HAS BEEN LEARNED FROM THE DEMONSTRATION SITES?*

The Minnesota Department of Education has done formative evaluation to review the overall effectiveness of the mentorship program. The greatest impact of the program was on the mentee's understanding of teacher roles and responsibilities. The impact was slightly less on teaching performance and the mentee's personal development. Additional data has been gathered to determine the extent to which program components (i.e. accessibility, one-to-one mentoring, frequency, release time) influenced the mentoring of teachers in the project. This data is available in an evaluation report.

Program developers are encouraged to search the literature on mentoring for research data and for other examples of effective mentoring programs. The final section of this publication includes a brief listing of resources recommended by the site directors.

# PROGRAM DEVELOPMENT

The mentoring process has and will continue to occur between beginning/ probationary and experienced teachers who seek each other on an informal basis. However, after researching the literature and exploring the impact of mentoring, districts may be interested in organizing a formal mentoring program. Educational leaders need to do the following as they make decisions for developing or improving a teacher mentoring program:

1. Select a governing board/advisory committee with strong teacher representation.

2. Tailor the mentoring components (see pp. 5-6) to local context:

   - Outcomes/purposes (strong conceptual framework of mentoring)
   - Organizational Structure
   - Mentoring assignment, location and relationship to mentees
   - Teaching assignment and location
   - Time available for mentoring (i.e., released time)
   - Topics and activities to achieve the purposes of mentoring
   - Incentives for mentors
   - Use of the full range of people who may provide mentoring support
   - Flexibility needed to meet individual differences
   - Relationship to the staff development program
   - Program reports, feedback and record keeping

3. Develop a process and criteria for selecting mentors and mentees

   - Mentor qualifications and selection
   - Mentee criteria: Beginning teachers and/or all probationary teachers
   - Optional or required participation
   - Criteria for pairing mentor(s) and mentee(s)

4. Make decisions about training for mentors and mentees

   - Objectives for the training/workshops
   - Type of training/workshops needed to support the program outcomes
   - Handbook for mentors and mentees
   - Ongoing support during the year

5. Provide for leadership and program management

   - Governing board responsibilities
   - Coordinator responsibilities
   - Mentor roles and responsibilities
   - Involvement/role of principals and other district administrators
   - Staff development responsibilities

6. Establish a budget for the program

Anderson and Shannon (1988) encourage program planners and developers to establish a strong and clear conceptual foundation of mentoring since, "It is all too easy to focus prematurely on such tasks as designing job descriptions for mentors, selecting mentors and mentees, providing some initial orientation sessions, and then getting a program underway. To do so, without first thinking carefully about the concept of mentoring, is to run the risk of developing programs that are incomplete, lack integrity and duplicate programs that in some form have already been tried."

They go on to say, "We believe that those who develop mentor programs for beginning teachers should embed them in a definition of mentoring that captures the essence of the mentoring relationship. Further, developers must decide what they believe are the essential functions of mentoring; they must identify possible mentoring activities in which these functions can be expressed; and they must develop the dispositions that mentors are to exhibit as they carry out the functions and activities."

An important aspect to any program development involves a process of planned change that may affect many individuals and that will definitely affect their school and district as an organization. Although educators have learned how to plan, develop, implement and improve programs or practices, program developers are encouraged to address the process of planned change within their mentoring program.

# TEACHER MENTORING COMPONENTS

Although there are a variety of perspectives on the purposes of mentorship programs that help a beginning teacher become a more effective teacher, there are some general outcomes that can reasonably be expected from a mentoring program:

- Address perceived needs and concerns of beginning teachers;
- Improve classroom teaching skills/performance;
- Socialize new teachers to norms and expectations of the school/district and the profession;
- Promote professional well-being and career development;
- Support for personal development; and
- Increase the retention of promising beginning teachers.

During the past five to ten years, legislatures and schools have been establishing mentoring programs in an effort to address these outcomes.

Mentorship Programs take many forms, varying in terms of scope and process, and occasionally borrowing techniques from other professions. The scope and process of mentoring involves the integration of many components. Within each component listed below, a choice will need to be made. For example, program designers will need to determine whether mentee participation is required or voluntary or whether the mentor will work with one or more mentees. This accounts for the variation in the demonstration models. (See site descriptions on pp. 7-29 of this document.) In using the teacher mentoring components to design a program, be aware that various models may include, but are not limited to the following options:

**Major Purpose(s) of Mentoring Program** improve classroom teaching skills, promote personal development, provide guidance for working within the school or district, foster professional behavior and career development

**Organizational Structure** within one district, part of a coalition of districts; part of staff development, separate from staff development; teacher directed, administrator directed; governing board/advisory committee, leadership committee responsible for decisions; extensive, some, or no partnership with higher education; low or high involvement with local teacher association(s)

**Mentor-Mentee Assignment** one mentee, multiple mentees; single mentor, multiple mentors; same grade level/subject area, different grade level/ subject area

**Mentee Work Assignment** release time to achieve mentoring outcomes, reduced load to allow for development of plans and materials, team teaching, opportunity to teach varying ages and different subject areas

**Mentor Selection** appointed, nomination/application process, selected by the mentee

**Mentee Participation** required, voluntary

**Location of Mentors** same or different district, same or different building, same or different department

**Released time for Mentors** full-time, part-time, intermittent with substitute teacher provided, variable

**Released time for Mentees** one to three days per year, one-half day per month, one day per month, variable

**Mentor-Mentee Contact** daily, weekly, bi-monthly, monthly, as requested

**Mentoring Topics** pre-planned, evolving as concerns arise

**Mentoring Activities** classroom observation, visit other schools/districts, planning with the mentor (i.e., lesson design, problem solving, use of resources), processing/recording information, student shadowing

**Financial Arrangement for Mentors** salary, honorarium, pay for after school involvement, fringe benefits (i.e., credits, lane change), compensation time, no reimbursement

**Staff Development for Mentors and Mentees** workshops, courses, manuals, support meetings, conferences, field experiences, new teacher seminars, meetings with the principal

**Program Evaluation and Feedback** surveys, checklists, questionnaires, journals or logs, observations, structured interviews/conferences, informal conversations, regular feedback to the principal, program reports

With a variety of options to consider in the development of a mentoring program, schools often depend on three information sources to guide them: the teaching profession, the culture of the school and the community. To assist in the design of a formal program, review the **eleven models** described in the following pages. Although one model may come close to addressing the needs of your situation, it is more likely that components of several models will need to be adopted or adapted, blending the multiple options described above.

# MODEL

# DEMONSTRATION

# SITES

# BLOOMINGTON PUBLIC SCHOOLS

## SITE DESCRIPTION

The school district serves 12,100 students with 750 licensed staff.

## PROGRAM FEATURES

- The district's program is an integral component of the mentorship program. Inservice training for both mentors and mentees is provided by the staff development trainer.
- Monthly workshops enhance the performance of the mentors.
- Mentor-mentee pairs in the same building or adjacent buildings function as teams for observation, demonstration teaching, conferences and sharing ideas.
- Teachers, as majority members of the governing board, are demonstrating ownership for the mentorship program. The board meets six-eight hours a month.
- There is ongoing assessment of the program, including weekly feedback from mentors and the semiannual survey of mentors, mentees and principals.

## LEADERSHIP

The ten-member governing board includes seven teachers, an administrator, the personnel director and the president of the Bloomington Federation of Teachers.

The district's staff development trainer is the site director for the mentorship program (currently about 3/4 time).

## MENTOR SELECTION

All teachers with seven years of experience in the Bloomington schools can apply for the mentor positions. The applicants provide two recommendations from a colleague and administrator, present a ten-minute videotape of classroom teaching or a ten-minute live teaching demonstration and participate in an interview. The governing board selects the mentors.

## MENTOR TRAINING

The needs assessment survey is used to design the training program. Monthly workshops are provided for the mentors. Materials are organized into a training notebook. Topics include:

- staff development program for mentees
- how to provide feedback to mentees
- how to observe the mentee
- how to conduct a conference
- classroom management
- charting on/off task behavior
- interaction map

Mentors receive a monthly calendar with suggestions for mentoring activities and topics.

## MENTEE SELECTION

All new teachers in the district, the intern and probationary teachers participate in the program. Mentees are paired by the governing board with mentors in the same building. As much as possible, mentors and mentees are matched by grade level or subject area.

Nineteen mentors each work with one or two mentees. Nine mentees, including an intern, are assigned to one full-time mentor.

## WORKSHOPS AND SEMINARS

All mentees participate in four days of inservice during the year on the elements of effective instruction. Classroom management is the topic of a one-day workshop for mentees.

The needs assessment survey is used to plan additional staff development for mentees. Optional minicourses are offered in response to mentee needs.

Mentees actively use The Shop, a make-and-take center in the district.

## MENTORING ACTIVITIES

The mentorship program begins with a kickoff dinner for mentors and mentees.

In addition to the multiple contacts per week, mentors and mentees are released from the classroom about one day a month for workshops and mentoring activities, including:

- demonstration teaching
- team teaching
- observation
- conferences
- inservice training programs

Mentor-mentee teams in the same building or adjacent buildings coordinate some of their mentoring activities.

## COOPERATING INSTITUTIONS

The College of St. Thomas provides consultation for the mentorship program and shares training responsibilities with the district's staff development trainer.

Mankato State University supplies the intern for the full-time mentor's classroom.

## RESOURCES FOR DISSEMINATION

- Program brochure
- Program video - available summer 1989
- Training notebooks for mentors and mentees - available summer 1989.

## CONTACT PERSON

Marilyn Lindquist
Bloomington Public Schools
8900 Portland Avenue South
Bloomington, MN 55420
(612) 887-9119

# BRAINERD SCHOOL DISTRICT

## SITE DESCRIPTION

The school district serves 6,000 students with 370 teachers in a large geographic area.

## PROGRAM FEATURES

- The program emphasizes one-to-one mentoring with daily contact. Mentors are selected to provide the optimal qualifications for enhancing the development of a specific mentee. The mentors exhibit a strong commitment to the new teacher's personal and professional growth.

- Mentors and mentees are provided with periodic consultation time. The program coordinators prepare a monthly calendar of suggested mentoring activities, but the mentors are flexible in adapting to the needs of the mentee.

## LEADERSHIP

The 19-member task force includes 12 teachers and representatives of Bemidji State University, Region 5 ECSU, Chamber of Commerce, school board and the district administration.

The project is coordinated by an elementary teacher and a secondary teacher who have occasional release time.

## MENTOR SELECTION

The two program coordinators review the applications and select the mentors with the approval of the task force. Since mentees are selected first, mentors are selected to match the new teacher in terms of building, grade level or subject area, and personal qualifications for mentoring.

## MENTOR TRAINING

The one-day mentor workshop prior to the opening of school includes these topics:

- program orientation
- peer coaching
- role of the mentor
- communication skills
- script taping
- learning styles

Two additional half-day workshops in September and March include planning, checklists for new teachers and personal professional growth.

The program coordinators consult with each mentor about once a month and prepare a monthly newsletter with mentoring suggestions and sharing of experiences.

## MENTEE SELECTION

All new teachers participate in the program. The mentee is paired with a mentor by the program coordinators.

**WORKSHOPS AND SEMINARS**

A two-day workshop in October on the elements of instruction is designed for the mentees. Participation in other district staff development programs is optional. Several seminars, workshops and college coursework is made available through St. Cloud State University, Bemidji State University and Hamline University.

**MENTORING ACTIVITIES**

There is daily contact between mentors and mentees. They also enjoy social activities. Both mentors and mentees are provided a half-day of release time per month for mentoring. Mentors are given a calendar of monthly mentoring activities but also advised to be flexible in meeting the mentee's needs. Activities include:

- working together in the mentee's classroom at the beginning of the year.
- consultation in September on communitions skills, school environment, needs planning and keeping a journal
- consultation in October on elements of instruction, lesson design, report cards and parent-teacher conferences.
- peer observation in November
- conference with the principal in January; also setting mentorship goals for the remainder of the year, preparing requisitions for next year, and planning a cooperative activity in the mentor and mentee's classrooms
- consultation on curriculum in February
- consultation on professional growth in March
- consultation in April and May on end-of-year activities, record keeping, mentorship evaluation and planning for next year.

**COOPERATING INSTITUTIONS**

Program coordinators exchange ideas with a professor at Bemidji State University.

ECSU #5 disseminates information about the mentorship program.

**RESOURCES FOR DISSEMINATION**

- Program brochure.
- Professional library of mentoring resources available for on-site use at Lowell Elementary School

**CONTACT PERSONS**

Pat Altrichter
Lowell Elementary School
704 N.E. Third Avenue
Brainerd, MN 56401
(218) 829-3622

Tom Garvey
Franklin Junior High School
1001 Kingwood
Brainerd, MN 56402
(218) 828-5202

# CENTRAL MINNESOTA

## SITE DESCRIPTION

Eight rural school districts in central Minnesota participate in TEAM (Together—Educators As Mentors). The schools serve 13,000 students with 775 teachers in the Mora, Ogilvie, Princeton, Milaca, Isle, Onamia, Cambridge - Isanti and Braham districts.

## PROGRAM FEATURES

- The program is being developed and guided by teachers. Through the mentorship program, tenured teachers are taking more responsibility for assimilating new teachers into the school and enhancing their development as professional teachers.
- The mentorship program is a cooperative venture of eight rural school districts.
- The primary emphasis in the mentor training is on peer coaching techniques.
- Classroom observation and conferencing is the primary component of the mentoring activities.

## LEADERSHIP

The advisory committee consists of one teacher from each of the eight participating school districts.

The project is coordinated by a secondary teacher, committing about 1/5 time to the mentorship program.

## MENTOR SELECTION

Each school district selects two to eight mentors, in proportion to the district's enrollment. The mentor applications are reviewed and ranked in each school by the principal, the advisory committee member from the district and another teacher colleague. The mentor receives a $425 stipend for the year.

## MENTOR TRAINING

A five-day mentor workshop is conducted in the summer by a consultant from Performance Learning Systems. The workshop emphasis is on peer coaching, including:

- communication skills
- developing a trusting relationship
- positive reinforcement
- conflict resolution

Other topics in the mentor workshop include learning modalities and parent-teacher conferences.

A one-day follow-up workshop in January includes sharing of mentoring experiences and problem solving.

## MENTEE SELECTION

All new teachers in the eight districts participate in the program. Mentees are paired with a mentor in the same building but not always in the same grade level or subject area.

**WORKSHOPS AND SEMINARS**

Workshops on the elements of instruction are offered within the districts by the staff development trainers.

All eight districts cooperate in offering the cooperative learning workshop.

**MENTORING ACTIVITIES**

In addition to the daily contact, each mentor-mentee pair has a combined total of five release days during the year for mentoring. The activities include:

- classroom observation and conferencing, observing each other and a variety of other teaching styles
- preparation for grading and parent-teacher conferences
- community orientation
- social activities
- reviewing activity logs

Interactive cable television is used for a group evaluation of the mentorship program in February. Networking opportunities for mentors and proteges are also available through the interactive cable system.

**COOPERATING INSTITUTIONS**

St. Cloud State University provides the instructor for the cooperative learning workshop.

Winona State University gives graduate credit for the five-day mentor workshop.

The Central Minnesota ECSU serves as fiscal host for the project as well as providing a support base for the project.

**RESOURCES FOR DISSEMINATION**

- Program brochure
- Quarterly newsletter
- Program videotape - available July 1989
- Advisory committee members available to visit other school districts

**CONTACT PERSON**

Dixie Waller Anderson
Central MN ECSU
3337 West St. Germain
St. Cloud, MN 56301
(612)255-4927 or 3236

# CHASKA PUBLIC SCHOOLS

## SITE DESCRIPTION

The district spans five communities approximately 25 miles southwest of Minneapolis. The three elementary schools, middle school and high school serve 3500 students with 225 teachers.

## PROGRAM FEATURES

- The mentorship program is a two-year track for mentees.
- There is extensive collaboration with Augsburg College, including:
  - assessment of both beginning teachers and second-year teachers
  - training for assessors
  - training of mentors in a credit course.
  - individual professional growth plans and goals for each mentor-mentee pair.
- Interns participate as mentees in the mentorship program.

## LEADERSHIP

The ten-member mentorship committee includes four teachers/mentors, a beginning teacher, the staff development coordinator, mentorship coordinator, a principal, district administrator and research and development director.

The mentorship coordinator is an elementary teacher, committing about 1/5 time to the mentorship program.

## MENTOR SELECTION

Tenured teachers with two years of experience in the district can apply to be a mentor. The principal appoints the mentor after receiving the recommendation from the interview committee, consisting of two teachers, the mentorship coordinator and principal.

## MENTOR TRAINING

Mentors participate in a mentorship credit course from Augsburg College. The course is taught in October and repeated in January for new mentors. The future plan is to schedule the course in the summer. Course topics include:

- the adult learner
- Myers-Briggs Type Indicator (MBTI) interpretation of personality patterns
- mentoring research and issues
- problem solving about mentoring activities
- goal setting
- observation of mentees and conferencing

The district's mentorship handbook is the primary resource for a two-hour training prior to the August teacher workshop.

## MENTEE SELECTION

Both new and second-year teachers, as well as four interns, participate as mentees. They are paired with a mentor within the building and, during the first year, at the same grade level or department.

Second-year mentees may have a new mentor with formal mentoring only during the first and fourth quarters.

## WORKSHOPS AND SEMINARS

The one-day orientation in August for new teachers includes:
- mentorship program overview
- tour of the district's five communities by the chambers of commerce
- building orientation by the principal

The staff development director provides two days of inservice on the elements of instruction, one day in August and one in November.

Seminars/base groups are designed for mentor-mentee teams as an outcome of the needs assessment survey. District staff present the seminars, and participation is optional. Topics include:
- classroom management
- cooperative learning
- learning styles
- interpretation of MBTI patterns
- process writing

A one-year mentoring plan for each mentor-mentee team and Individual Professional Growth Plans are developed as part of the mentoring course (mentors) requirements.

## MENTORING ACTIVITIES

There is daily contact and a weekly conference for each mentor-mentee pair. They also participate together in social functions.

Each mentor-mentee pair has a combined total of six days for release time during the year; the number of days used by the mentor and mentee is flexible. Mentoring activities include:
- classroom observation of each other and other teachers
- demonstration teaching
- conferences
- workshops within and outside the district

## COOPERATING INSTITUTIONS

Augsburg College collaborates in several ways:
- teaching the mentoring course for mentors
- assessing needs and attitudes of mentees as input for mentorship planning
- Assessing first and second-year teachers, using simulated teaching and involving several mentors as observers.

The Medtronic Foundation is funding a project called the Alternative Delivery Systems which does planning and experimenting with alternative delivery teaching methods. The project uses interns, student aides, paraprofessionals and volunteers.

The Chambers of Commerce in the communities sponsor the August orientation.

## RESOURCES FOR DISSEMINATION

- Program brochure

- Mentorship Handbook for Mentors and Mentees– defines their roles, functions, responsibilities and includes mentorship resources

- Program Planning Guide– includes mentorship activities and budget planning

## CONTACT PERSON

Colleen Lyman
Chaska High School
1700 Chestnut Street
Chaska, MN 55318
(612) 448-8617

# FOREST LAKE AREA SCHOOLS

**SITE DESCRIPTION**

The school district is both suburban and rural, located 25 miles northeast of the Twin Cities. Building additions were made recently to six schools, and a new replacement elementary school will open in fall 1989. The schools serve 6900 students with 395 teachers.

**PROGRAM FEATURES**

- Each mentee has both a pedagogical mentor and a classroom mentor. Pedagogical mentors work with five to six mentees and focus on the general instructional topics and district-wide concerns. Classroom mentors focus on subject matter/grade level and building level concerns.

- Pedagogical mentors are selected through an extensive review process. They make a three year commitment to the mentor position

- Participation in the program is voluntary. Mentees may choose to participate for a second year.

- The mentoring program cooperates closely with, but is independent from, the staff development program. The mentorship program has close collaboration with the University of Minnesota College of Education.

**LEADERSHIP**

The eight-member advisory board includes four teachers, two principals, a district administrator and a University of Minnesota consultant. The board meets monthly to set policy and manage the program. The pedagogical mentors, along with the university consultant, have been active in designing and implementing the program.

**MENTOR SELECTION**

The advisory board selects pedagogical mentors after extensive review of their qualifications by viewing a videotape of their teaching and conducting interviews with each candidate.

Each mentee nominates one-two experienced teachers during September or October to be the classroom mentor. The pedagogical mentor reviews the nomination and then makes a recommendation to the advisory board for approval.

Pedagogical mentors are released 1/2 time, 1/4 time for the mentorship program and 1/4 time for the post-baccalaureate teacher education program sponsored by the University of Minnesota.

**MENTOR TRAINING**

Pedagogical mentors participate in four one-day training workshops during a six-month period. The topics include:

- the process of mentoring: roles, risks and benefits
- needs of beginning teachers; both national research data and local needs assessment
- effective instructional practices
- mentoring as a step toward professionalizing teacher education
- functions and activities of mentoring
- building and maintaining mentoring relationships

The University of Minnesota consultant provides consultation twice a week with the pedagogical mentors.

Classroom mentors are trained by pedagogical mentors in a half-day workshop and through individual consultations.

The topics include: needs of beginning teachers, functions of the mentor and relationship building.

**MENTEE SELECTION**

All new teachers in the district are invited to participate in the mentorship program. Each mentee is paired both with a pedagogical mentor and a classroom mentor.

**WORKSHOPS AND SEMINARS**

Pedagogical mentors, with staff development trainers and other resource people, conduct three one-day workshops for mentees. Topics include:

- needs of beginning teachers
- interpretation of the Myers-Briggs Type Indicator
- mentorship planning
- relationship-building with peers and students
- coping with stress
- evaluation of the mentorship program
- teacher's transition to participation in the district's staff development program

**MENTORING ACTIVITIES**

Each mentee is granted six release days to be used in half-day or full-day increments. Activities during the year include:

- a personal welcome into the mentorship program by the mentor and a social event for all mentors, mentees and the advisory board
- weekly communication between pedagogical mentor and mentee
- daily communication between classroom mentor and mentee
- observation of each other's teaching and other teachers
- getting acquainted with educational resources and support services within and outside the district
- demonstration teaching
- script taping of teaching
- assistance with special activities in the mentee's classroom
- breakfast meetings/social activities

**COOPERATING INSTITUTIONS**

The school district is currently in the third year of developing the mentorship program, collaborating with the University of Minnesota in several ways:

- analyzing and interpreting the literature on mentorship
- assisting in designing the inservice program for mentees
- training and providing ongoing consultation for the mentors
- developing a post-baccalaureate training program with the four pedagogical mentors and the advisory board.

Funding and support for the mentorship program are provided by Cray Research Incorporated and Cray Research Foundation, the Forest Lake Education Association, the University of Minnesota and a grant from the Board of Teaching.

**RESOURCES FOR DISSEMINATION**

- Program brochure
- Mentor handbook containing the program rationale, development of the program, position descriptions and workshop descriptions
- Presentations by mentors at educational conferences.

**CONTACT PERSON**

Marcia Rockwood
Lino Lakes Elementary
725 Main Street
Circle Pines, MN 55014

# HASTINGS PUBLIC SCHOOLS

## SITE DESCRIPTION

The school district combines rural and urban populations, bordering the southern suburbs of St. Paul. The schools serve 4700 students with 253 teachers. A new elementary school will open in fall 1989 to accommodate the growing student population.

## PROGRAM FEATURES

- Mentors are paired with one mentee, providing a personal commitment to the new teacher's personal and professional development. Mentors focus on developing a nurturing relationship with the mentee.

- The mentorship program complements the school district's staff development program. They are cooperative and integrated.

## LEADERSHIP

The eight-member governing board includes the mentor coordinator, a mentee, four teachers representing all levels and special education, an administrator and the staff development coordinator.

The mentor coordinator has a team-teaching arrangement with a full-time intern, enabling her to commit time to the mentorship program.

## MENTOR SELECTION

Tenured teachers can apply to be a mentor. The principals select the mentor.

## MENTOR TRAINING

Mentors are trained in a four-day workshop with graduate credit from Winona State University. The topics include:
- the beginning teacher
- mentor-mentee relationship
- mentoring process
- consultation techniques
- observation and conferencing
- behavior management and discipline techniques
- motivation
- supervision

## MENTEE SELECTION

All teachers new to the district participate in the program. Non-tenured staff and staff changing teaching assignments may choose to participate. The principal selects and pairs the mentees with a mentor. Most pairs are in the same building and matched by grade level or subject area as much as possible.

## WORKSHOPS AND SEMINARS

Mentors and mentees participate together in five half-day seminars during the year. The school staff and other resource people lead seminars on:
- classroom management
- parent conferences
- Myers-Briggs Type Indicator
- stress and time management
- special student services in the district
- master agreement for teachers

Optional workshops offered by the staff development coordinator include:

- cooperative learning
- thinking skills
- elements of effective instruction
- health and wellness
- assertive discipline
- computers

**MENTORING ACTIVITIES**

In addition to their daily contact, the mentor-mentee pair has three hours of release time per month for mentoring. Activities include:

- classroom organization and building orientation at the beginning of the year
- classroom management
- short-term and long-term planning
- demonstration teaching
- observation and feedback conferences
- sharing resources and materials
- understanding the district curriculum

**COOPERATING INSTITUTIONS**

Winona State University gives graduate credit for the mentor course.

**RESOURCES FOR DISSEMINATION**

- Program brochure.
- Mentor manual containing goals and outcomes of the program, roles and responsibilities, resources for working with mentees, observation and conferencing techniques, record keeping suggestions, elements of effective instruction, articles on mentoring.
- Bibliography of mentoring articles.
- Inservice workshop for training mentors.

**CONTACT PERSON**

Jan Hansen
Pinecrest Elementary School
West 12th and Pine
Hastings, MN 55033

# MANKATO STATE UNIVERSITY

## SITE DESCRIPTION

Fourteen school districts in South Central Minnesota and Mankato State University are developing the mentorship program. The school districts serve 23,714 students with 1,554 teachers in the Amboy-Good Thunder-Mapleton, Blue Earth, Cleveland, Garden City-Lake Crystal, Janesville, LeSueur, Mankato, New Ulm, Nicollet, Owatonna, St. Clair, St. James, St. Peter and Waseca districts.

## PROGRAM FEATURES

- Teacher input has been significant in planning the program, complemented by the leadership of Mankato State University in developing the program as determined by the teachers. The program is administered through the Laboratory District Teacher Education Center.
- Mentors serve full time for one year, working with 8-11 mentees in multiple school districts. Interns from Mankato State replace the mentors in their classrooms for the year.
- The mentors have offices together at Mankato State, providing extensive interaction with each other and university faculty.

## LEADERSHIP

The 24-member advisory committee includes 15 teachers, two principals, three staff development coordinators, and four representatives of Mankato State University.

The program coordinator is also a school administrator, committing 30 percent of his time to the mentorship program.

## MENTOR SELECTION

Teachers with five years of experience in the district can apply for the mentor position. Candidates provide an application, two letters of recommendation, the superintendent's approval of a one-year release from teaching and participate in an interview with a subcommittee of the advisory committee. The program coordinator selects mentors with subcommittee recommendations.

There are seven full-time mentors for the 14 school districts, five elementary and two secondary. Each mentor works with eight to eleven mentees.

## MENTOR TRAINING

Training begins with a one-day orientation and planning session in May. At the half-day workshop in June, mentors continue the planning and begin to examine research on mentoring. The four-day training workshop in August includes:

- consultation skills
- effective instructional techniques
- presentations by two experienced mentors
- functions and procedures of mentoring
- seminar presentations on various mentoring topics

The program coordinator meets every three weeks with the mentors for a half day. The activities include:

- sharing of effective mentoring activities
- presentations on instructional skills
- visit to magnet schools
- evaluation of the mentorship program

The mentors also interact with each other on a weekly basis.

**MENTEE SELECTION**

All new teachers in the 14 districts, the seven interns, and three additional non-tenured teachers participate as mentees. The program coordinator assigns mentees to the mentors.

**WORKSHOPS AND SEMINARS**

The mentor, principal and staff development trainer plan the staff development program for mentees in the district. Inservice programs are based on the needs of mentees and offered within the district. One-to-one consultation by the mentor is the primary form of staff development in some districts.

**MENTORING ACTIVITIES**

Since mentees do not have release time for mentorship activities, mentors meet with them before and after school and during planning periods. The frequency of mentor-mentee contact ranges from weekly to monthly; occasionally there is multiple contact within the week. Mentors provide both demonstration teaching and consultation for their mentees. Mentors also substitute for mentees, allowing them to observe other teachers and participate in staff development activities.

The mentors are also available to the school district as a resource person for special projects.

**COOPERATING INSTITUTIONS**

Mankato State University provides several significant components for the mentorship program:

- funding for the intern salaries
- supportive climate for the mentors, including office space and interaction with faculty
- leadership for the Laboratory District Teacher Education Center
- instructors for the mentor training workshop

**RESOURCES FOR DISSEMINATION**

- Program brochure
- Consultation to other school districts

**CONTACT PERSON**

John Currie
Waseca Public Schools
1717 Second Street N.W.
Waseca, MN 56093
(507) 835-5470

# NORTHEAST MINNESOTA

## SITE DESCRIPTION

Eleven rural and urban school districts surrounding the eastern end of Lake Superior participate in the program. The schools serve 25,000 students with 1,800 teachers in the Hermantown, Carlton, Esko, Wrenshall, Cloquet, Duluth, Barnum, Moose Lake, Proctor, Lake Superior and Cromwell districts.

## PROGRAM FEATURES

- The program uses a social influence model of mentoring with the primary emphasis on friendship and a nurturing relationship. The mentor serves as a consultant to the mentee for solving problems. Mentors are trained to use one of three mentoring approaches: natural, networking or grooming.

- Mentors are selected after a computer analysis of scores on the Kentucky Mentoring Survey and the Minnesota Satisfaction Questionnaire. The 90 mentors in the program were chosen randomly from a pool of almost 400 computer-selected teachers.

- Eleven school districts and the University of Minnesota-Duluth collaborate in the program.

## LEADERSHIP

The eleven-member mentorship committee consists of a representative from each school district. It includes six teachers, four superintendents and one curriculum director.

The two consulting directors, one from Duluth Public Schools and one from the University of Minnesota-Duluth, provide staff time for the program.

## MENTOR SELECTION

All tenured teachers in the eleven districts were invited in the spring to complete the Kentucky Mentoring Survey and the Minnesota Satisfaction Questionnaire. After a computer analysis of the scores and a screening of mentor candidates by the mentoring committees in the schools, 90 mentors were selected randomly from a pool of almost 400 qualified teachers. Another 90 teachers in the pool serve as a control group for the evaluation of the program.

The mentors were assigned randomly to one of three mentoring approaches: natural, networking or grooming. The grooming mentors receive a $200 educational stipend for the year; the other mentors receive a $100 stipend.

## MENTOR TRAINING

Most mentors participate in a one-day workshop in September. The topics were:

- the social influence model of mentoring
- the three mentoring approaches: natural, networking and grooming
- assimilation of new teachers
- schedule for the year

Additional training is provided during the year for each of the three mentoring approaches. The workshops are scheduled after school and in the evening.

- The **natural** mentors meet twice for a total of ten hours of training. Each mentor is paired with one mentee and is trained to build a mentoring relationship in a relaxed style.

- The **networking** mentors met three times for a total of ten hours of training. Two or three mentors work together with a mentee. The training prepares the mentors to provide mentoring both individually and as a team.

- The **grooming** mentors met six times for 20 hours of training. They are trained for more intensive mentoring using counseling techniques and communication skills.

**MENTEE SELECTION**

The mentees are the new teachers in the 11 districts. They are assigned to mentors in the same building.

**WORKSHOPS AND SEMINARS**

The mentees participate in a dinner workshop in February to provide feedback about the mentorship program. In March they met to complete the Kentucky Mentoring Survey and the Minnesota Satisfaction Questionnaire. The data is used for the evaluation of the program.

**MENTORING ACTIVITIES**

Since mentors and mentees do not have release time for mentoring, they meet after school, during planning periods and at lunch.

The primary intent of the mentoring is to develop friendship and a nurturing relationship. The mentors serve as consultants for school procedures, understanding problems and solving problems.

All mentors have frequent contact with mentees at the beginning of the year. The natural mentors have less contact later in the year, depending on the needs of the mentee. The grooming mentors maintain the most contact with mentees.

**COOPERATING INSTITUTIONS**

The University of Minnesota-Duluth provides one of the two consulting directors for the program. The University also provides instructors for the mentor training workshops as does St. Cloud State University.

**RESOURCES FOR DISSEMINATION**

- Program description

- Presentation by the consulting directors to interested school districts.

**CONTACT PERSONS**

Dale Rapp
Duluth Public Schools
Lake Avenue and 2nd Street
Duluth, MN 55802 (218) 723-4106

Marlowe Smaby
University of Minnesota - Duluth
109 Bohannon Hall
Duluth, MN 55812
(218) 726-8184 ext. 7132

# NORTHWEST MINNESOTA

## SITE DESCRIPTION

Five school districts in Northwest Minnesota are developing the mentorship program. Three of the districts have a single K-12 school. The schools serve 4,443 students with 319 teachers in the Badger, Bagley, Greenbush, Plummer and Thief River Falls districts.

## PROGRAM FEATURES

- Networking activities by grade level (elementary teachers) and subject area (secondary teachers) are included in the mentor-mentee workshops throughout the year.

- Mentor-mentee workshops are scheduled in the late afternoon and early evening for a total of 12 hours in the fall, 12 hours in winter, and 12 hours in spring.

- Five school districts in a large geographic area participate in the mentorship program.

## LEADERSHIP

The eleven-member governing board includes one teacher from each district, one administrator from each district, and a liaison from Bemidji State University.

The program coordinator is committing half time to the project.

## MENTOR SELECTION

The staff development committee in each of the five districts reviews the application and the principal's letter of recommendation. The committee can select four-eight mentors for the district in proportion to enrollment. Each mentor is paired with one or two mentees.

Each mentor receives college credit for the August workshop and other workshops during the school year.

## MENTOR TRAINING

The four-day mentor workshop in August includes:
- overview of the state and local programs
- learning and teaching styles
- presentation by the program coordinator of another mentorship program
- clinical supervision
- Myers-Briggs Type Indicator
- activities in the internship program at Bemidji State University

Three school districts sponsor one or two afternoon workshops for their mentors during the year, including:
- clinical supervision
- grading and reporting
- exchanging mentoring ideas

On-site consultation is provided by the program coordinator as requested by the mentor or school administrator.

## MENTEE SELECTION

All new teachers, several additional non-tenured teachers, and interns participate as mentees. Each district determines how to pair mentees to mentors. The majority of the mentees are paired with a mentor in the same building.

## WORKSHOPS AND SEMINARS

Mentors and mentees participate together in 12 hours of workshop training in the fall, 12 hours in winter and 12 hours in spring. Workshops are designed to meet the needs expressed by mentors and mentees. Most of the workshops are scheduled for four hours in late afternoon and evening.

Networking by grade level (elementary teachers) and subject area (secondary teachers) is a component of each workshop session. The mentors and mentees prepare a plan for sharing materials, activities and ideas on specific topics. Other workshop topics include:

- planning for the year
- learning-teaching styles inventory
- cooperative learning
- mentoring ideas from another project
- classroom management
- conferencing skills
- Myers-Briggs Type Indicator
- continuing education requirements
- peer coaching
- stress management
- using the student motivator equipment

## MENTORING ACTIVITIES

In addition to their frequent contact before and after school, the mentor-mentee pair requests release time from the principal as needed. The primary focus is on school procedures, understanding and solving problems, and sharing teaching experiences. Mentors provide advice and referrals on student services and instructional resources in the district and area.

Observation and peer coaching is encouraged during the second half of the year.

## COOPERATING INSTITUTIONS

Bemidji State University provides consultants for the mentor training and mentor-mentee workshops. Credit is offered to the mentors and mentees. The University provides ongoing consultation to the program coordinator

## RESOURCES FOR DISSEMINATION

- Program brochure
- Mentoring handbook
- Presentation by program coordinator to other school districts

## CONTACT PERSON

Marie Hvidsten
Thief River Falls Public Schools
Zeh and LaBree
Thief River Falls, MN 56701
(218) 681-2700 ext. 210

# ST. PAUL PUBLIC SCHOOLS

## SITE DESCRIPTION

The school district serves 33,000 students with 2,500 teachers in 60 schools. The unique designs of 20 magnet and specialty schools complement the neighborhood schools. The student population includes 62 per cent White, 15 per cent Black, 15 per cent Asian, 6 per cent Hispanic, and 2 per cent Native American.

## PROGRAM FEATURES

- The mentorship program is the product of a shared governance agreement of the school district and the Federation of Teachers. The governing board makes policy decisions and manages the mentorship program.

- The program provides three levels of mentoring. All mentees participate in ongoing mentoring throughout the year. Topic-specific and intensive intervention mentoring are available as needed.

## LEADERSHIP

The ten-member governing board includes six teachers, three administrators, and the president of the Federation of Teachers. The governing board shares responsibility for managing the program with a member of the staff development department who commits about 1/5 time to the program.

## MENTOR SELECTION

The governing board selects mentors in August and September after reviewing the applications and the letter of recommendation from the principal. The board pairs each mentor with one or two mentees in the same building.

## MENTOR TRAINING

Training is provided jointly for mentors and mentees.

## MENTEE SELECTION

Teachers in their first, second or third year may apply to be a mentee with the approval of the principal. The governing board selects mentees in the schools where a mentor is available.

## WORKSHOPS AND SEMINARS

Mentors and mentees are provided release time for joint workshops during the year. The calendar of training events includes a variety of formats.

- One-day seminar in September
  - overview of the program
  - review of Mentor Handbook and Notebook for Beginning Teachers
  - sharing of mentoring ideas by experienced mentors
  - communication skills
  - self-esteem

- One-day workshop in December
  - communicating feedback
  - leadership-style inventory
  - Leadership in Educational Administration Development (LEAD) Self

- One-day workshop in February
  - grading and reporting
  - program review and update
  - observation in resource centers, magnet schools and classrooms

- Evening seminar in the spring
  - peer coaching with emphasis on cognitive coaching

- Weekend credit course at Hamline University
  - mentoring and the development of self-esteem (separate tracks for mentors and mentees as well as combined sessions)

**MENTORING ACTIVITIES**

Each mentor-mentee pair keeps a log of after-school mentoring activities. They meet a minimum of one hour a week.

The mentors have 3-1/2 days of release per mentee and each mentee also has 3-1/2 days for mentoring. The emphasis is on observation and feedback to the mentee. The activities of **ongoing mentoring:**

- -observing each other and other teachers
- - analyzing options for improving teaching performance
- - planning and solving problems
- - team teaching
- - observing curriculum and instructional strategies in other schools
- - consulting with curriculum resource teachers

There are two additional levels of mentoring for some mentees:

- - **topic-specific mentoring** is arranged with resource specialists in the district
- - **intensive intervention** is arranged after referral by the principal, for teachers with a special need or problem.

**COOPERATING INSTITUTIONS**

Hamline University offers the credit course in April and provides consultation to the governing board.

The Federation of Teachers provides partial funding for the program.

**RESOURCES FOR DISSEMINATION**

- Program flyer
- Presentation by a member of the governing board and a mentee to other school districts
- Mentor Handbook, including the role of mentors and mentees, suggestions for mentoring, communication strategies and mentoring articles

**CONTACT PERSON**

Gloria Tonskemper
East Consolidated Elementary School
409 East Case
St. Paul, MN 55101
(612)293-8685

Gladys Westin
St. Paul Federation of Teachers
411 Main Street
St. Paul, MN 55102
(612)222-7303

# SOUTHWEST AND WEST CENTRAL MINNESOTA

## SITE DESCRIPTION

Seven schools in ECSU 6 and ECSU 8 are participating in the mentorship program. The schools serve 6,443 students with 484 teachers in the Cosmos, Montevideo, Russell-Tyler-Ruthton, Slayton, Wabasso and Worthington districts.

## PROGRAM FEATURES

- Southwest State University is collaborating with the schools in developing and administering the program, including the mentor training course.
- The program coordinator provides an on-site monthly consultation with the mentor in a geographically large area.
- Each mentor is assigned one-three mentees in the same building.
- The Mentor Handbook from the Northwest Regional Laboratory in Portland, Oregon is used by the mentors.

## LEADERSHIP

Most of the 12 members on the Teacher Education Off-Campus Advisory Committee are teachers.

The program coordinator commits about one-fourth time to the project.

## MENTOR SELECTION

The principals select mentors in the spring, reviewing applications and two letters of recommendation. Each mentor is assigned one-three mentees in the same building.

## MENTOR TRAINING

The mentor training course is offered twice, June and August, and meets on two consecutive weekends. The topics include:

- helping skills
- demonstration teaching
- script taping and conferencing
- using videotape
- one-year planning
- mentoring activities during release time

The program coordinator provides on-site consultation with the mentors once a month.

## MENTEE SELECTION

All new teachers and several additional non-tenured teachers in the seven schools participate as mentees. In schools with more than one mentor, the principal pairs the mentees with the mentors.

## WORKSHOPS AND SEMINARS

There are three half-day workshops for mentors and mentees during the year. Principals participate in the first workshop. Topics include:

- program orientation
- sharing of mentoring activities and networking

- review of mentor and mentee manual
- presentation by a mentor in another project

Staff development programs in the school districts are managed separately and not integrated into the mentorship program.

**MENTORING ACTIVITIES**

Each mentor-mentee pair participates in a workday on school procedures and curriculum prior to the opening of school. Social activities and daily contact are included in the program.

The mentors have three release days per year for each mentee paired with them, and each mentee has two release days for mentoring. Activities include:

- observation of each other and other teachers
- curriculum assistance
- visitation to other schools
- preparation for parent-teacher conferences
- improving teaching strategies
- improving classroom management
- using equipment effectively

**COOPERATING INSTITUTIONS**

Southwest State University provides the mentor training and contributes the time of the project director.

The Southwest/West Central ECSU serves as fiscal agent for the project.

**RESOURCES FOR DISSEMINATION**

- Program brochure
- Mentee manual, containing the program rationale and mentoring activities
- Description of the course "Teacher as Mentor."

**CONTACT PERSONS**

Joland Mohr
Education Department
Southwest State University
Marshall, MN 56258
(507) 537-7120

Duane Garber
Route 3, Box 130
Jackson, MN 56143
(507) 847-3090

# MENTORING RESOURCES


Anderson, Eugene M. and Anne Lucasse Shannon. "Toward a Conceptualization of Mentoring." *Journal of Teacher Education* (1988): 38-42.

Bluestein, Jane E. *Being a Successful Teacher: A Practical Guide to Instruction and Management.* Belmont, CA: Fearon Teacher Aids, 1989.

Bluestein, Jane E. *The Beginning Teacher's Resource Handbook.* Albuquerque: I.S.S. Publications, 1982.

DeBrun, Robert L. *Welcome to Teaching and Our Schools.* Manhattan, KA: Master Teacher, 1986.

Evergreen School District and Evergreen Collegial Teacher Training Consortium. *Mentor Teacher Handbook.* Northwest Regional Educational Laboratory, 101 S.W. Main Street, Portland OR 97204 (1987).

Fagan, M. M. "The Term Mentor: A Review of Literature and a Pragmatic Suggestion." *International Journal of Mentoring* (1988): 5-9.

Gehrke, Nathalie J. "On Preserving the Essence of Mentoring As One Form of Teacher Leadership." *Journal of Teacher Education* (1988): 43-45.

Gray, W. A. "Developing a Planned Mentoring Program to Facilitate Career Development." *International Journal of Mentoring* (1988): 9-16.

Gray, William and Marilynne M. Gray. "Synthesis of Research on Mentoring Beginning Teachers." *Educational Research* (1985): 37-42.

Gray, W. A. and Associates. *International Journal of Mentoring.* C/O:International Centre for Mentoring, 4042 West 27th Avenue, Vancouver, B.C, Canada V65 1R7.

Impact II. *New Teachers Handbook.* 285 West Broadway, New York, NY 10013. (1st Edition).

Krupp, Judy-Arin. "Mentor and Protege Perceptions of Mentoring Relationships in an Elementary and Secondary School." *International Journal of Mentoring* (1987): Vol. 1, No. 1.

Krupp, Judy-Arin. *"Mentoring: A Means by Which Teachers Become Staff Developers."* Journal of Staff Development (1987): 12-15.

Levine, Sarah. *Promoting Adult Growth in Schools.* Harvard University, Allyn Bacon Publisher.

Maryland State Department of Education, Staff Development Branch. *Perspectives on Teacher Induction: A Review of the Literature and Promising Program Models.* Baltimore, MD: Maryland State Department of Education, 1987.

National Staff Development Council. *Journal of Staff Development: The Developer.* Oxford, OH: National Staff Development Council.

Schlechty, Phillip. "A Framework for Evaluating Introduction into Teaching." *Journal of Teacher Education* (1985): 37-41.

Shulman, Judith H. and Joel A Colbert. *The Mentor Teacher Casebook* Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA, 94103.

Shulman, Judith H. and Joel A. Colbert. *The Intern Teacher Casebook.* Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA, 94103.

Smaby, M. H. and T. L. Peterson, W. W. Tennyson and A. W. Tamminen "Power is Not a Four-Letter Word." *The School Counselor* (1988): 136-145.

Sprinthall, L. T. "Promoting the Development Growth of Supervising Teachers: Theory, Research Programs and Implications." *Journal of Teacher Education* (1984): 53-60.

Sprinthall, L.T. and N. A. Sprinthall "The Teacher As An Adult Learner: A Cognitive-Developmental View." *Eight-Second Year Book of the National Society For the Study of Education* (1983): 13-35.

Sprinthall, L.T., and N. A. Sprinthall "Experienced Teachers: Agents for Revitalization and Renewal as Mentors and Teacher Educators." *Journal of Education* (1987): 65-79.

Veenman, Simon. "Perceived Problems of Beginning Teachers." *Review of Educational Research* (1984): 143-178.

Willis, Charles and Barbara Aver. *Professional Preparation and Development.* North Central Regional Educational Laboratory, 295 Emroy Avenue., Elmhurst, IL 60126.